# Holy Saviour School

## 2010 Annual Report

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PURPOSE OF THIS REPORT

Holy Saviour School, Greenacre is an independent Catholic School registered by the Board of Studies, NSW, and managed by the Melkite Catholic Eparchy Sydney, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines information about initiatives and developments of major interest and importance to the community during the year and the achievements arising from the implementation of the school’s Annual Improvement Plan (AIP).

Accordingly, the report demonstrates accountability to regulatory bodies and the school community. This report has been approved by the School Educational Board who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This report complements, and is supplementary to, school newsletters, our website and other regular communications. The report will be available on the school’s website by 30 June 2011 following its submission to the Board of Studies (BOS).

The contents of this report will be discussed at scheduled parent information sessions and ‘Parents and Friends’ meetings. Further information about the school, or this report, may be obtained by contacting the school on (02) 9740 4822 or by visiting the website at www.holysaviour.nsw.edu.au.

ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

AIP: Annual Improvement Plan

BOS: Board of Studies

ESL: English as a Second Language

HSIE: Human Society and its Environment

ICT: Information and Communication Technologies

IEP: Individual Educational Plan

KLA: Key Learning Area

LBOTE: Language Background Other Than English

NAPLAN: National Assessment Program – Literacy and Numeracy

NPA: National Partnership Agreement

PPPR: Performance Planning and Review

SIP: Strategic Improvement Plan

SMART: School Measurement Assessment and Reporting Toolkit
PRINCIPAL’S MESSAGE: MRS. DIANNE KLUMPP

This annual report is provided to inform the community of the range of opportunities provided and the many achievements and initiatives that have occurred during the 2010 school year.

Our school motto *Unity in Diversity* has underpinned all that we have strived to achieve this year. Our students, staff and parents have worked together as one community and this has lead to our success throughout this year.

This year saw the launch of the 2010-2014 Strategic Improvement Plan as well as the release of our Annual Improvement Plan. Both our SIP and AIP incorporate the National Educational Reforms as outlined by the Smarter Schools National Partnership. Key highlights included:

- The appointment of the Teacher Educator funded under the National Partnership Agreement
- A performance planning and review process was introduced to guide differentiated learning paths for teachers
- Increased teacher support in the areas of Literacy and Numeracy
- Implementation of targeted programs and individual educational plans based on assessment data
- Improved technology facilities through the increase of the number of computers accessible to children and the introduction of Interactive Whiteboards in several classrooms
- Stronger commitment to parent engagement and parent school partnership

A significant event in 2010 was the Literacy and Numeracy Open Day. This day celebrated the successes and achievements of our students and staff and enabled parents to experience lessons, participate in class activities, view student work and interact with all members of the school community. Feedback regarding this event was very positive and we will be holding regular Open Day celebrations in the years to come.

2010 saw the very successful introduction of an after-school sports program which was open to all students K-6. The opening of the school’s new Multipurpose Centre enabled this sports program to run regardless of weather conditions. The multipurpose centre has been a significant improvement in the school in 2010 and many functions, programs and celebrations have been held there.

I would like to acknowledge the ongoing support and dedicated efforts of our Educational Board, Parish Priest, Religious Sisters, staff and parents. I hope you enjoy reading about our achievements and welcome any feedback you may wish to provide.

PARENT REPRESENTATIVE BODY MESSAGE: MRS FARES

The Parents and Friends’ Association work in partnership with the school through assisting in areas such as: Literacy and Arabic Language programs, attending excursions, assisting in sporting events, covering books, coordinating the catering for events such as the official opening of our Multipurpose Hall and social events for families, such as a school dance.

STUDENT REPRESENTATIVE’S MESSAGE: JULIAN F

It has been an honour serving as Captain and member of the 2010 Student Representative Council at Holy Saviour School. I have learnt so many things, from the moment I entered the gates as a nervous kindergarten student to my final days in Year Six. As the Captain, I have participated in many milestones in the growth of Holy Saviour School: the opening of our new Multipurpose Hall, the 10th anniversary of the founding of Holy Saviour School and the 115th anniversary of the Melkite Church in Australia.

I extend my warmest thanks to all the staff that have helped me get to this point. The memories I have had in this school will not be forgotten.
SCHOOL FEATURES

Holy Saviour School is a single-stream K-6 Catholic primary school founded on the Melkite Catholic Apostolic Tradition and opened in 2000. Located in Greenacre, Sydney, the school currently provides a co-educational environment for 185 students. Enrolment numbers are increasing as school achievements are being acknowledged within the local community and awareness of our school motto, “Unity in Diversity,” is growing. As suggested by our motto, students from any faith tradition or ethnic background are welcome to attend our school based on their willingness to embrace the Catholic Melkite religious ethos and the fundamental principles of the school.

ENROLMENT POLICY

Holy Saviour School is committed to working in partnership with parents to nurture and challenge students as they grow in the Melkite Catholic faith and develop their potential.

In line with our school motto, “Unity in Diversity,” we welcome families from all faiths based on the understanding that they will accept and embrace our Christian ethos.

ENROLMENT PROCEDURES

To lodge an application for your child, please remember to complete Application for Enrolment form and attach a photocopy of the following:

- Birth Certificate
- Baptism Certificate
- Immunisation certificate
- Most recent report card (Year 1-6)
- $60 non-refundable enrolment application fee

After lodging an Enrolment Application, parents will be invited to attend an enrolment interview. It is important that the child or children enrolling attend this interview.

Should it be necessary to limit the intake of students at Holy Saviour School, then preference will be given in the following order:

- Children who have a family member in the school
- Baptised children of the Melkite Parishes
- Baptised children of other Parishes
- Children of parents who support the philosophy of Catholic Education

STUDENT PROFILE

<table>
<thead>
<tr>
<th>Student Profile</th>
<th>GIRLS</th>
<th>BOYS</th>
<th>Languages Other Than English (LBOTE)</th>
<th>INDIGENOUS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82</td>
<td>105</td>
<td>185</td>
<td>0</td>
<td>187</td>
</tr>
</tbody>
</table>

STUDENT DISTRIBUTION BY YEAR

<table>
<thead>
<tr>
<th>Stage/Year</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>19</td>
<td>16</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Girls</td>
<td>12</td>
<td>18</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>31</td>
<td>26</td>
<td>27</td>
<td>24</td>
<td>24</td>
<td>26</td>
</tr>
</tbody>
</table>
The total number of students enrolled at Holy Saviour School, as at 1/12/10, was 185 students. Of these, 79 were female (representing approximately 42.7% of the student population) and 106 were male students (representing 57.3% of the student body). 98.9% of the student population comes from a Language Background Other Than English (LBOTE). Ethnic backgrounds and nationalities of our students include: Lebanese 89.07%, Syrian 5.88%, Egyptian 1.69%, Sudanese 0.84%, Jordanian 0.84% and Indian 0.84%.

Source: SAS2000 as at 1/12/2010

### STUDENT ATTENDANCE

The average student attendance rate for the school during 2010 is 94.65%. School attendance rate disaggregated by year group are shown in the following table.

<table>
<thead>
<tr>
<th>ATTENDANCE BY YEAR GROUP</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94.92%</td>
<td>96.3%</td>
<td>93.3%</td>
<td>93.65%</td>
<td>94.98%</td>
<td>94%</td>
<td>95.39%</td>
</tr>
</tbody>
</table>

Source: SAS2000 as at 1/12/2010

The majority of absences were attributed to sickness, with a small percentage of the students being granted leave to travel overseas with family.

### MANAGEMENT OF NON-ATTENDANCE:

We monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The following procedures allow for the management of non-attendance:

- Classroom teachers monitor the attendance/absence of students twice daily, during morning administration and in the afternoon
- Classroom teachers complete roll books to monitor attendance/absence. Roll books are kept up-to-date and completed on a daily basis
- Classroom teachers complete an absentee slip immediately after monitoring attendance/absence
- The main office provides a daily report of whole school absenteeism to the Principal
- The school administrator will make contact with the parents/guardian of a student on the third consecutive day of absence. In cases of concern, the Principal will liaise with parent(s)/guardian(s) to ensure improved attendance and for the purposes of monitoring compliance with Board of Studies requirements. Extreme cases of unauthorised absenteeism are to be brought to the attention of the Principal
- If a day or more is missed, the student must present a note explaining the day(s) of absence from the school

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school, in collaboration with parents, provides resources to maintain the student’s continuum of learning, where possible. Matters of concern are referred to the principal and the relevant agency.

### STUDENT SATISFACTION SURVEY

**Topic: Teaching and Learning at Holy Saviour School**

We value the opinions of our whole school community and each year students from K-6 are surveyed to provide information on their perceptions, feelings and attitudes towards school life at Holy Saviour School. Information is collected, collated and shared with the staff and areas of strength and for improvement are identified and addressed. The graph below highlights student responses in 2010.
My class activities are interesting and help me to learn
Teachers clearly explain what students are learning
My Teachers know what I can do and how to help me
My teachers make learning interesting
I am learning a lot at this school
I like the kinds of things I am learning at school this year
My teachers are easy to understand

PARENT PARTICIPATION AND SATISFACTION

The parent community is respected and valued as a significant part of our school community. Parent participation in school activities is high. Parents are regularly invited to attend school and social events, to take part in workshops, and to visit on special occasions, such as Open Day and Book Week. Links with the Parish ensure a spirit of welcome and shared purpose.

In 2010 we sought the opinions of the school community on a range of aspects concerning parent and community engagement. The survey reflected the 7 domains from the Australian Government’s Family-School Partnerships Framework. The survey was translated into six different languages to maximise response rates. The survey domains encompassed: communicating, connecting learning at home and at school, building community and identity, recognising the role of the family, consultative decision-making, collaborating beyond the school and participating. The qualitative and quantitative data indicated:

• Overall, parental engagement is very high
• Particular strengths are in the dimensions of ‘Communicating’ and ‘Connecting home, parish and school’
• The diversity, culture, languages and talents within the school community are celebrated
• Increased parent consultation during decision-making processes and engaging parents and community members in the development of the Annual Improvement Plan are areas for further development and have been included in the school targets for 2011

We have an active Parents & Friends committee and encourage parental participation in a wide variety of school-based activities.

STAFF PROFILE

TEACHER SATISFACTION

The school Principal and Teacher Educator regularly meet with the teaching staff at Holy Saviour School. Processes such as the PPPR, one-on-one meetings, stage-based meetings and staff meetings all provide forums for teachers to express their opinions, participate in decision-making, and reflect on individual and school-wide practices. Discussions indicate that a spirit of collaboration, cooperation and support is apparent amongst all members of the teaching staff. Further to this, a survey was conducted in October, 2010 to measure teachers’ responses to implementation of focus areas for the year. Survey results were very positive:

• Teachers have participated in a wide variety of internal and external professional learning experiences. Approximately 55 hours of internal professional development (not including collaborative planning with the Teacher Educator, modelling, team-teaching, mentoring and informal discussions and support) was undertaken by a majority of teaching staff in 2010.
The profile of Literacy and LBOTE in the school has improved and teachers are significantly more aware of structural processes impacting their teaching practices.

Perceptions of strong leadership and whole school engagement with Literacy and Numeracy have improved considerably.

An important improvement has been seen in the tracking and monitoring of student and school assessment data (internal and external) to identify support needs, most significantly in the area of ESL.

There is an overall improvement in perceptions about operational arrangements that support innovation and flexibility, particularly in the area of time allocated for professional development, feedback and data analysis.

There is growing evidence of the provision of innovative and tailored learning opportunities within the school, with data indicating there has been solid improvement in this area. The greatest strengths are seen to be in collaborative practices, differentiated learning and shared vision.

### PROFESSIONAL LEARNING AND TEACHER STANDARDS

The teaching staff of Holy Saviour School is a committed, cohesive and cooperative group that focuses on the achievement of student outcomes and the processes of continual improvement. All the teachers at Holy Saviour are committed to the principles of lifelong learning and have been involved in a variety of tailored professional development activities during the year. These activities are designed to develop the skills and understandings of staff with an aim to improve student outcomes and teachers are directed towards learning areas based on developing their capacity as teachers.

### PROFESSIONAL LEARNING

Professional development can take many forms including whole school staff days, subject-specific courses, in-services based on pedagogical approaches, conferences, teacher-teacher mentoring, small group consultations and more. The presence of the Teacher Educator on staff allowed for greater differentiated, modelled and responsive professional development for individuals and groups of teachers.

The following lists the range of formal professional development opportunities undertaken:

- I.C.T Workshops to up-skill use of “2-Touch Interactive Boards” (2 days equivalent)
- Literacy Workshops with a focus on Grammar (4 days on site)
- Spelling Workshops (5 days on site in small group consultation mode)
- External Professional support for New Scheme Teachers
- Catholic Education Office provided 20 sessions under NPA reform agenda for leadership team
- SMART reporting workshop
- First Aid Training
- ESL workshops (3 days)
- 27 External professional development sessions were attended by various staff.

In addition, all staff participated in an ongoing mentoring/professional development program implemented through the appointment of a Teacher Educator.

### TEACHER STANDARDS

The following table sets out the number of teachers on the school staff who fall into each of the three categories determined by the Board of Studies:

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>12</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>1</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
</tbody>
</table>

The school employs 13 teaching staff comprising: 1 Principal, 1 Teacher Educator, 7 Classroom Teachers, 2 Literacy/Numeracy Specialist Support Teachers, 1 full-time Community Language Teacher and 1 part time Music/Drama Teacher. In addition to the
above, the following support personnel are employed: 1 part-time Chaplain, 2 Teacher’s Aides, 1 part-time library officer, 2 full-time office staff and 1 groundskeeper.

NSW INSTITUTE OF TEACHERS

Holy Saviour School is a registered Teacher Accreditation Authority. The school has developed an Induction Program for all New Scheme Teachers which meets the requirements of the Institute of Teachers’ Act (2004) and supports the development of beginning teachers towards the achievement of accreditation at the level of Professional Competence as well as the maintenance requirements in relation to professional development.

In 2010, two teachers successfully completed their accreditation with the NSW Institute of Teachers to the level of Professional Competence.

SCHOOL POLICIES

PASTORAL CARE

At Holy Saviour School our work encompasses everything that the school community does, within a caring Christian environment, to meet the personal, social and spiritual needs of students, staff and their families. It involves recognising, nurturing and enriching each individual as a total and unique person within the Catholic context.

Holy Saviour School’s expectations are viewed as the shared rights and responsibilities of all members within the school community. The expectations are as follows:

- Students are treated as unique individuals
- Students are challenged to develop their own potential in a stable and supportive environment
- Students feel safe within their school environment
- Students learn without interruptions
- Staff purpose is to educate
- All property is respected

STUDENT MANAGEMENT

The student management approach is designed and implemented to guide students towards meeting school expectations. The whole school behaviour management policy was revised and changes implemented in 2010, to positive effect. Based on this policy, with the guidance of the teacher, students are encouraged to develop and agree on a set of class rules. Positive and negative consequences are decided upon. In doing this, we believe students take ownership of their class rules and accept responsibility for their actions. When negative consequences are issued, opportunity is provided for students to reflect on their actions so as to make a plan for better decisions in the future. In this way disciplinary action is growth-promoting and based on authentic Christian love and reconciliation.

The full text of this school policy may be accessed through the School Administration Office.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The school has policies and procedures for resolving concerns and complaints. These are based on procedural fairness and recognise that staff, parents and caregivers must have access to processes that allow them to resolve concerns in a supportive environment. In applying these policies, all procedures followed are based on the principles of procedural fairness. These principles include:

- provision of relevant policies and procedures to involved parties;
- provision, to these parties, the details of any allegations;
- provision, to these parties, of the right to respond to allegations and, if appropriate, to appeal any decision;
- the right to an impartial decision

The full text of this school policy may be accessed at the School Administration Office.
TEACHING AND LEARNING

Holy Saviour School provides an educational program based on and taught in accordance with the NSW Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the Melkite Catholic Religious Education Program, “God with Us,” and an Arabic community language program.

The staff and community of Holy Saviour are committed to continuous improvement of teaching and learning in all facets of the school curriculum. Teaching and learning practices and approaches are informed by the priorities, goals and indicators outlined in the four-year Strategic Improvement Plan 2010-2014. As part of our commitment to the Smarter Schools National Partnerships reform agenda, a Teacher Educator was employed for four days per week to facilitate and implement school-based professional development to meet the learning needs of teachers.

As a result, major pedagogical and curriculum reviews have begun in 2010, with a particular focus on ICT, ESL Pedagogy, Data and Literacy. All students were profiled using the ESL Scales document and Individual Education Plans were established for those students identified as ‘at-risk’ through various data sources. Initial professional development in these areas has enabled teachers to review current practices, identify and plan areas for change and improvement and begin to implement these changes. Implementation and a cycle of regular review will continue over our four year journey.

SPECIAL PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES

Targeted programs, individualised support and responsive programming form the basis of teaching and learning at Holy Saviour. A growing range of learning opportunities and support are available at our school and were accessed by students based on their areas of strength, interest or academic development need. In 2010, these programs included:

- Literacy support
- Numeracy support
- ESL
- Reading Recovery (term 4)
- Music
- Choir
- After-school Sport

NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information for teachers about student achievement levels in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs. A strong school commitment to the continued improvement of results in all areas, with a particular focus on Reading for 2011, has been embedded within the school Annual Improvement Plan. Further development of ESL pedagogy will underpin developments in teaching and learning across the school.

2010 SCHOOL MEASUREMENT ASSESSMENT AND REPORTING DATA

In Year 3, all students achieved at or above minimum standards in Reading, Writing and Spelling. A strong improvement in writing results is evident; with student achievement now well above the State average.

In Year 5, all students achieved at or above minimum standards in Writing, Spelling and Grammar & Punctuation and Number Patterns & Algebra. Spelling results were well above state average. Performance in Overall Numeracy and Number, Patterns & Algebra were also above state average. Overall school growth in the area of Numeracy surpassed the growth of the State, AIS and SEG schools.

The tables provided show the percentages of students who achieved at or above national minimum standards across the literacy and numeracy strands. The school results shown are compared to students both at a state and national over the three years NAPLAN has been conducted.
Literacy Results

<table>
<thead>
<tr>
<th>NAPLAN % of students performing at or above minimum standards</th>
<th>READING</th>
<th>WRITING</th>
<th>SPELLING</th>
<th>GRAMMAR AND PUNCTUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School1</td>
<td>State</td>
<td>National2</td>
<td>School1</td>
</tr>
<tr>
<td>Yr 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>100</td>
<td>95</td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td>2009</td>
<td>100</td>
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<td>94</td>
<td>99</td>
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<tr>
<td>2008</td>
<td>100</td>
<td>95</td>
<td>92</td>
<td>100</td>
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<tr>
<td>Yr 5</td>
<td>92</td>
<td>93</td>
<td>91</td>
<td>100</td>
</tr>
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<td>2010</td>
<td>96</td>
<td>94</td>
<td>92</td>
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<tr>
<td>2009</td>
<td>96</td>
<td>94</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>2008</td>
<td>89</td>
<td>92</td>
<td>91</td>
<td>100</td>
</tr>
</tbody>
</table>

Notes:

Bands 2-6 represent the % of students at or above minimum standards in Year 3
Bands 4-8 represent the % of students at or above minimum standards in Year 5
*Decimal percentages have been rounded
1 Source: SMART data analysis package 2010

Numeracy Results

<table>
<thead>
<tr>
<th>NAPLAN % of students performing at or above minimum standards</th>
<th>NUMERACY</th>
<th>DATA, MEASUREMENT, SPACE &amp; GEOMETRY</th>
<th>NUMBER, PATTERNS &amp; ALGEBRA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School1</td>
<td>State</td>
<td>National2</td>
</tr>
<tr>
<td>Yr 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>100</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>2009</td>
<td>96</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>2008</td>
<td>100</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Yr 5</td>
<td>96</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>2010</td>
<td>100</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>2009</td>
<td>100</td>
<td>95</td>
<td>93</td>
</tr>
</tbody>
</table>

Notes:

Bands 2-6 represent the % of students at or above minimum standards in Year 3
Bands 4-8 represent the % of students at or above minimum standards in Year 5
1 Source: SMART data analysis package 2010
NA: Statistics are not available
CATHOLIC LIFE AND RELIGIOUS EDUCATION

Holy Saviour School follows the Melkite Rite and therefore uses the Melkite Catholic Religious Education Program titled: ‘God with Us.’ The purpose of the ‘God with Us’ series is to present the traditions and scripture of the Catholic Church through the eyes of the Eastern Church. The structure of lessons is focused on traditional Christian theology drawing from both the Old and New Testaments. Children are challenged to respond to the call of Christ by developing a better understanding of the Catholic faith and thus responding with a more personal relationship to God. The program caters for children in all grades with age appropriateness in tasks and learning catechesis.

In addition to our program, we promote the teachings of the Catholic faith in the school through:

- the prominent positioning of religious icons and a sacred space incorporated into every classroom
- Friday Divine Liturgies, at which the Parish Priest, staff, students and parents, gather together to pray and celebrate Mass as a community. These have been well attended and reflects the Liturgical Seasons and feast days of the Catholic Church as well as classroom programs of work
- Providing students with experiences to heighten their understanding and awareness of Mission and develop a sense of responsibility toward social justice issues
- Reconciliation and Solemn Communion are school-based sacramental programs

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The following initiatives have been established to promote respect and responsibility:

- Weekly Divine Liturgies at which the Parish Priest, staff, students and parents, gather together to pray and celebrate Mass as a community. These have been well attended and reflect the Liturgical Seasons of the Catholic Church as well as classroom programs of work
- Students participate in the Project Compassion collection which is used to support Catholic Missions as well as cooperation with the local St Vincent de Paul Centre in preparing Christmas hampers for the poor and needy
- Embedded in our pastoral care procedures is a values focus with many of the awards presented to students throughout the year being based on the following core ideals: Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion.

STRATEGIC INITIATIVES

2010 PRIORITIES AND ACHIEVEMENTS

Each year, the school develops an Annual Improvement Plan outlining the focus key improvements for student learning, school programs and priority areas. The plan is drawn from the school’s Strategic Improvement Plan. Holy Saviour School engages in an annual, evidence-based evaluation of its effectiveness.

As one of a number of schools participating in the Smarter Schools National Partnerships (since 2009), funds were made available to employ an additional staff member with the purpose of mentoring class teachers and improving classroom practices. The role of ‘Teacher Educator’ focuses on supporting teachers in understanding changes and developments in educational theory and practice. The Teacher Educator’s focus in 2010 has been on teaching LBOTE students using effective ESL assessment and teaching practices. Support has been provided to teachers to develop their understanding of the demographics of the learners in the school community and in using the English as Second Language Learners (ESL) Scales. Additionally, time has been provided to assist the teachers to collaboratively share teaching ideas that work. Other areas of development have included grammar, reading and oral/communicative language and these have been supported through the provision of additional reading materials in all classrooms and in the integration and use of technology.

The Annual Improvement Plan was developed by the school Leadership Team, in consultation with the teaching staff and with a focus on the Smarter Schools reforms. These reforms include initiatives that involve the whole school in analysing data, goal setting, promoting a focus on Literacy and Numeracy and involving the school and wider community in the learning of our students. The school will continue to focus on these initiatives over the next 4 years.
A summary evaluation of our 2010 targets is as follows:

- A new school-wide Behaviour Management Plan was implemented
- Literacy has been highlighted in the school during 2010 and all teachers are embracing changes and developments in this area
- Successful introduction to the ESL Scales document as a tool for profiling and assessment with a positive teacher response. Growing understanding of ESL Scales and student needs is evident
- PPPR was process introduced. The teachers were given opportunities to grow in professional areas identified through PPPR and personalised interviews with the Teacher Educator. All staff attended in-service training through outside providers and all participated in a range of on-site professional development opportunities. The nature of these varied with identified teacher needs/preferences and included workshops, staff development days, meetings, mentoring/modeling, collaborative planning and assessment
- There is now a positive staff view of Holy Saviour as a learning community, all are committed to ongoing professional development
- Professional Development in data analysis has begun, with a focus on ESL and NAPLAN. The teachers all view data as a starting point for planning and not just an end-point
- The introduction of Individual Educational Plans and ESL Scales led to improved monitoring of students who may be ‘at risk’. Consolidation of these areas will enhance individualised and responsive approaches to programming and assessment
- Stage-based programming in the HSIE and Science Key Learning Areas has lead to improved teacher collaboration
- Collaborative assessment relating to ESL Scales has facilitated inter- and cross-stage communication
- Professional development in ESL Scales has increased teacher awareness of the particular learning needs of LBOTE students and staff have begun to focus on oral language development in all Key Learning Areas
- Teacher professional development has led to an increase in professional dialogue, improved overall teacher capacity and encouraged the initiation and trial of new ideas
- Onsite professional learning has been embedded into practice through the employment of the Teacher Educator
- A leadership structure has been initiated with inclusion of the role of Teacher Educator and response has been positive from staff and school community
- The purchase of two Interactive Whiteboards to support the Smarter Schools National Partnership educational reform – ‘Innovative and Tailored Learning Opportunities’
- Opening of the new school hall has enabled its use for a variety of functions, school-based activities and promotion
- After-school care opportunities have been provided to the community
- Library refurbished

Conclusion
Commendable improvements have been made in 2010. Change, development and growth are now forming part of the culture at Holy Saviour with a focus on continual improvement. The Annual Improvement Plan 2011 will reflect the goals and aspirations outlined in the four-year strategic plan.

2011 PRIORITIES AND CHALLENGES

KEY AREA 1: CATHOLIC LIFE AND RELIGIOUS EDUCATION

1.1 CHRISTIAN LIFE AND VALUES
- Continue to include effective spiritual programs in the school’s calendar
- Continue to provide supportive programs for students at emotional risk

1.3 RELIGIOUS EDUCATION
- Provide religious educational support for staff who are implementing the RE Curriculum and program “God With Us”
KEY AREA 2: STUDENTS AND THEIR LEARNING

2.1 EDUCATIONAL POTENTIAL

- Explore viable options for extracurricular activities which promote student well-being
- Adopt a whole school approach to the linking of learning styles, higher-order thinking and learning skills, and strategies which motivate students to learn.
- Develop a scheduled timeline for implementation and evaluation of Individual Education Plans to address the needs of the diverse groups of students within our school

2.2 RIGHTS AND RESPONSIBILITIES

- Literacy and numeracy further developed to promote the highest level of attainment for each student, incorporating focused use of the funding provided by the Australian Government targeted program: SES National Partnership
- Whole-school implementation of professional development in Reading to address literacy needs
- Provision of targeted Literacy/Numeracy support personnel K-6
- Provide early literacy intervention for students ‘at risk’
- Students with high support needs appropriately supported
- Achievement levels of students in the Years 3 and 5 Literacy and Numeracy NAPLAN assessment tracked, monitored and improved

2.3 REPORTING STUDENT ACHIEVEMENTS

- Enhance learning and student performance by strengthening the communication between home and school

2.4 INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGY

- Develop and improve students’ technology skills progressively across K-6
- Introduce new technologies, such as interactive white boards, to further engage students and support multimodal approaches to teaching and learning

2.5 PASTORAL CARE FOR STUDENTS

- Review the pastoral care and discipline system within the school
- Maintain support for parents experiencing difficulties through appropriate school-based arrangements and/or referral to specialist external agencies as required.

KEY AREA 3: PEDAGOGY

3.1 CURRICULUM PROVISION

- Provide a curriculum that meets the mandatory BOS requirements
- Create and implement a strategic planning cycle to ensure all curriculum areas are reviewed and appropriate changes implemented
- Further improve early intervention strategies and implement individual education plans for students
- Allocation of teaching support staff is based on analysis of assessment data
- Targeted response to early literacy intervention needs
- Implement ‘Smarter Schools’ initiatives to improve our standards in literacy and numeracy

3.2 PROVISIONS FOR THE DIVERSE NEEDS OF THE LEARNER

- Processes identified to assist in the development of individual student learning profiles
- Students with high support needs appropriately catered for

3.3 TEACHING PRACTICES

- Coordinate staff professional development at the whole school, stage or individual level in areas identified through reflective practice, appraisals and self-review processes
- Continue to implement a process of collegial mentoring and support

3.4 PLANNING, PROGRAMMING, EVALUATING AND ASSESSMENT

- Employ strategies for the on-going development of teacher awareness of, and implementation of, assessment for learning practices
- Introduce and maintain assessment and reporting procedures which reflect outcome-based learning and ESL Scales
- Analyse and utilise standardised test data to set benchmarks for literacy and numeracy development and progression
3.5 PROFESSIONAL LEARNING
- Provide in-service opportunities/professional development for all staff to enhance learning outcomes for all students
- Develop with each staff member a professional development pathway which meets the needs of the staff member, and is consistent with the strategic priorities of the school
- Improve teacher capacity through the continued employment of a Teacher Educator

**KEY AREA 4: HUMAN RESOURCES, LEADERSHIP AND MANAGEMENT**

4.2 RECRUITMENT, SELECTION AND RETENTION OF STAFF
- Support teacher accreditation through effective development, management, communication and reporting in accordance with the NSW Institute of Teachers requirements
- Develop and implement processes for performance review and evaluation as part of a vehicle for personal and professional development

4.3 SCHOOL ORGANISATION
- Develop structures and processes that support the implementation of the school’s Strategic Improvement Plan
- Report annually to the Melkite Eparchy and community on the implementation of the Strategic Improvement Plan and Annual Improvement Plan

4.4 STAFF DEVELOPMENT
- Provide professional development opportunities on issues and trends in curriculum development, teaching practices and management of change in contemporary educational settings

4.5 LEADERSHIP FRAMEWORK
- Engagement of Consultant services to guide best practice
- Develop, implement and publish School Strategic and Annual Improvement Plan

**KEY AREA 5: RESOURCES, FINANCE AND FACILITIES**

5.2 USE OF RESOURCES AND FINANCES
- Improve accessibility of resources for staff and students
- Provide facilities that cater to the needs of the community
- Establish and implement a resource allocation process for the school that reflects enrolment and population trends

5.3 MAINTENANCE OF SCHOOL FACILITIES
- Maintenance plan to ensure all maintenance needs are systematically identified and addressed
- Review procedures for reporting and prioritising maintenance needs

5.4 FINANCIAL MANAGEMENT
- Develop a system of support for parents experiencing financial difficulties through appropriate school-based arrangements

**KEY AREA 6: MARKETING, GROWTH AND DEVELOPMENT**

6.2 PARENTS, PARTNERSHIP, CONSULTATION AND COMMUNICATION
- Federation of Parents and Friends Associations active, supported and recognised as a consultative, informed, representative voice of parents in the local and political arenas
**FINANCIAL STATEMENT**

Holy Saviour School is accountable for all monies received. Each year, our school submits to the Federal Government a financial statement. This statement details the income and expenditure of our school. In addition, the financial account for our school is audited annually.